

THE MAELOR SCHOOL



PUPIL DISCIPLINE POLICY

Committee Responsible	Wellbeing & Community
Date Agreed	3 July 2017
Date for Review	Summer 2020

Behaviour

Behaviour inside the classroom

The Classroom Code

This Code will be displayed in **all** classrooms. It will be made clear to all pupils that they are expected to follow the code. This needs to be reinforced by all staff in a positive way.

- Arrive on time to lessons
- Bring all the correct equipment
- Follow the teacher's instructions the first time
- Listen carefully to the person who is meant to be speaking
- Respect others by keeping hands, feet, objects and unkind words to yourself.
- Keep noise to an acceptable level, allowing others to concentrate.

Discipline

Our Positive Assertive Discipline Policy defines our clear expectations of pupils' behaviour, the rewards for following the code and the consequences of failing to comply. The 5 consequences are applied in sequence beginning with a verbal warning and progressing through interim measures to a note home and finally exclusion from the classroom to spend a period under individual supervision in the 'time out' room.

In this way we hope to minimise lesson disruption and create an even more positive classroom atmosphere. We wish to underline our support for the rights of the majority to maximise their learning opportunities!

Positive Assertive Discipline

In implementing Positive Assertive Discipline, we wish to show the pupils that good behaviour is rewarded and that bad behaviour is not.

It is important that all staff stress the positive so that bad behaviour is discouraged and when it does occur, it is dealt with clearly and simply without forming the central focus of lessons. In doing so, we hope to teach pupils that it is through good behaviour that they can gain our attention and in this way the rights of all members of the school community can be protected.

Perhaps the most important aspect for the success of this policy is ensuring consistency. Nothing is more unsettling to children, particularly those whose behaviour is most challenging, than inconsistent application of rules, routines and rituals. Most research into pupils' perceptions of teachers concludes that the most valued and respected teachers are those who are seen to be fair, firm and with a sense of humour!

This initiative will only work if every member of staff uses the system.

Please remember to:

- Aim for a positive start to the lesson
- Allow pupils who have behaved badly in the past to have the opportunity to have a **fresh start** each time they arrive in your lesson. However, if a pupil was sent to the TOR 10-15 minutes before the end of a lesson, teachers are able to send the pupil to work in Time Out the next time they attend a lesson in that subject. The pupil should complete the work covered by the rest of the class during this time.
- Be at your door to greet pupils as they arrive so that they can enter your room promptly and do not contribute to corridor congestion (staff presence in the corridor will also improve corridor movement).

Rewarding the Positive

Wherever possible, positive behaviour should be encouraged and praised. This can be achieved by:

- Initially this can be done non-verbally e.g. by smiling.
- Next it will need to be reinforced verbally (eg “Well done – I’m really pleased with the way you settled down to work quickly today”).
- Issuing reward stamps to the pupils who follow the classroom code for a period of approximately 6 hours tutoring time.
- Fill in a subject /pastoral commendation postcard if a pupil follows the classroom code for half a term.
- A letter sent home by the Head of Year / Pastoral Manager to commend pupils on their behaviour and attitude.

Discouraging Negative Behaviour

- Wherever possible, focus on positive behaviour rather than drawing attention to negative behaviour.
- However, negative behaviour must be dealt with otherwise it denies the teacher the right to teach and the other pupils the right to learn.

STAGE 1: Initial response to negative behaviour should be non-verbal(a frown, moving closer to the source of disruption etc.)

STAGE 2: Following this, a verbal warning should be issued, indicating that the pupil has a choice regarding his/her behaviour. At this stage

you should indicate your intention to move them if they choose to continue to behave in this manner.

STAGE 3: Next, carry out your threat to move the pupil in question to another place in the room for a period of 5 minutes. The pupil now needs to be clear that the next step is to be spoken to after class about his/her behaviour. Emphasise again that it is their choice whether or not this happens. (If circumstances do not allow the pupil to be moved, issue a second warning.)

STAGE 4: If the pupil continues to behave badly, a “Cause for Concern” letter should be completed and placed in the appropriate tray in the staffroom by 3.30 that day. The pupil needs to be clear that the next stage will be removal to the Time Out Room.

STAGE 5: If the pupil has failed to follow the classroom code despite these 4 stages, he/she must be removed to the Time Out Room. They must be sent with a Think Sheet (the first part of which you should have completed as well as the details of the follow up interview if required), and with appropriate work – preferably the work which would normally be done in class, or failing this, work from the bank in the Time Out Room. (HoF will be asked to compile a stock of suitable material) A gold Think Sheet may be sent with a responsible pupil.

The member of staff on duty in the Time Out Room will record details of the pupil’s referral and will fill in a letter that will be sent home to his/her parents notifying them of his/her disruptive behaviour.

If a pupil is sent to the Time Out Room, there is no need for the subject teacher to notify home as indicated in stage 4.

Heads of Faculty should check the Time Out Room records on a regular basis and follow up referrals with members of their Faculty. Heads of Year / Pastoral Managers will also check the records on a daily basis and follow up referrals where necessary within their year group.

- Removal to the Time Out Room is currently for one lesson only and pupils should be given the opportunity of a fresh start the next time they are in your lesson. However, if pupils are sent to the TOR in the last 10-15 minutes of the lesson, the teacher may remove the pupil the next time they attend a lesson in their subject if this is felt to be appropriate. Only one letter will be sent home.

STAGE 6: Once a pupil has been removed from any 3 lessons, Heads of Year / Pastoral Manager will contact parents/guardians regarding the situation and the pupil will be placed on a yellow

report card. Parents/guardians will usually be invited in to discuss their child's behaviour at this point.

If the pupil is presenting problems in only one subject/faculty area, it would be more appropriate for the Head of Faculty, (following consultation with the Head of Year / Pastoral Manager) to contact parents/guardians and for the pupil to be placed on a Faculty Report Card.

STAGE 7: If there is still no improvement, the Head of Year / Pastoral Manager, along with the appropriate Key Stage Manager, parents and pupil, will draw up an Individual Behavioural Plan.

STAGE 8: If the pupil still fails to improve his/her behaviour, he/she will be placed on a Pastoral Support Programme. This will be set up in consultation with the SENCO/ Inclusion Manager. Parents/guardians and a member of the Behavioural Support Team will be invited to the meeting and the pupil **may** be placed on the Additional Learning Needs Register with a Statement of Behavioural Needs initiated. At this stage the LA's ALN Services may also be involved.

STAGE 9: Ultimately, if there is still no improvement, it may be necessary to exclude the pupil from the school.

The need for positive behaviour should be stressed throughout and the pupil must be reminded that it is their choice to proceed to the next stage.

Sanctions and their Appropriate Use

It is the clear expectation of the governing body that actions of students which prevent effective learning from taking place will be punished. In the first instance, where appropriate, actions may lead to internal exclusion and contact with parents.

Fixed term exclusions will usually be applied in the following circumstances, in line with the Welsh exclusion code:-

- Physical assaults against a pupil
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Serious cases of bullying
- Racist abuse
- Sexual misconduct
- Drug or alcohol misuse
- Deliberate damage
- Theft
- Persistent disruptive behaviour

This is not an exhaustive list and other serious matters not listed may lead to a fixed term exclusion.

It is important that sanctions are used fairly. A crucial dimension of fairness is consistency. **The Headteacher reserves the right to use their own discretion in the levying of exclusions, either fixed or permanent.**

The governors are strongly supportive of firm action where disruptive or aggressive behaviour disturbs the work of others, or where offensive language is used, or where there is persistent open defiance of school rules.

Where the conduct of a student is unlawful; school will inform the Police.

The following are examples of cases that will lead the school to seek a permanent exclusion.

- The carrying of an offensive weapon including knives. An offensive weapon is defined as any item used to intimidate or to cause injury.
- Possession or misuse of drugs and similar substances in or around school is likely to result in fixed term exclusion. Such students will also be referred to outside support agencies. Students who supply, deal or sell drugs or similar substances in school will be excluded permanently. Police will be contacted as appropriate.
- A serious unprovoked or premeditated attack on a member of the school community
- Persistent breaches of school discipline where all other sanctions have been applied.